

As Easter Day falls on March 31st the work on Programme 113 has been arranged for a term of nine weeks only. If the term extends over Easter, a week's extra pages may be taken.

Programme 113.†

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(January to March, 1929.
(April to July, 1929, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES

Bible Lessons.

The Bible text must be read and narrated without interruption.

I. A & B Suitable stories from *Genesis*, chapters 37, 39-46, inclusive.

Teacher to study Dr. Paterson Smyth's *Genesis* (Sampson Low, 1/6), lessons 17-22, inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. Suitable stories from *St. Mark's Gospel*, chapters 9-16 inclusive. Teacher may study Dr. Paterson Smyth's *St. Mark* (A.P.C.K., 1/6), lessons ix.-xvi., inclusive.

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *Side-lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6). Teacher will find useful *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

† The 113th term of work set since the Parents' Union School began.

- Reading, (Sunday, holiday and "children's hour") (optional):
- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 1-72 (to B.C. 249). *General Gordon* (Nelson, 1/6). *In the Beginning*, by Eva Erleigh (Heinemann, 5/-).
- A & B *Persian Wonder Tales*, told by C. F. Mackenzie (Blackie, 5/-). *Fragrance and the others (China)*, by M. Entwistle (Edinburgh House, 1/6). *The Little Blue Man*, by G. Fanciulli (Dent, 3/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-).

Writing.

- A *New Handwriting* * (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 2, lines 1 and 2; card 5, lines 5 and 6, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, line 5; card 5, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/6), Part II., from "The departure from Gaius' house" to the end. *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 1-44.
- B Three Fairy Tales: Andersen's *Fairy Tales*, or, Grimm's *Fairy Tales* (both Oxford Press, 3/6), may be used. Three fables: *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 394-452 (1685-1789).
- B *Our Island Story*, pp. 41-76 (449-901).

Geography.

- In every lesson there should be six map questions before reading letterpress, then reading and narration.
- A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 23-27 inclusive. *Ambleside Geography Books*, Book II.* (Kegan Paul, 3/-), lessons 41-48, inclusive. Philip's *Atlas of Comparative Geography** (3/6). Be able to describe six places connected with recent events. Pace distance on each of four roads for 2, 4, 5 minutes. Say in which direction you walk.

- B *Ambleside Geography Book I.*, lessons 6-10, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/-), (Africa, Egypt, Eskimos, Red Indians). Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, islands, isthmuses, straits, lakes.

Natural History.¹

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).
- A *O'er Moor and Fen** ("Eyes and No Eyes Series," Cassell, 1/3), one lesson each week, omitting lesson XI. and page 35. *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 45-70. Find and name wild flowers (plants should be examined growing and should not be uprooted): watch six animals, birds, etc.
- B *Highways and Hedgerows* ("Eyes and No Eyes Series," Cassell, 1/3), lessons IX., X., XI.; watch and describe six (a) birds, (b) animals. *The Golden Book of Animal Stories*, by H. Mortimer Batten (Blackie, 5/-), pp. 153-224.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Burne Jones* (P.N.E.U. Office, 2/- the set): see notes for teachers in the January number of the *Parents' Review*.

French.²

- A & B The work should be oral only.
- Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), take eleven "series" each term.
- A *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). (Optional); A fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate. *La Vie de Madame Souris* may be used for a first reading book during the sixth term in I.A.
- B *Le Livre Rouge*, by E. Magee (Blackie, 2/6), one "lesson" each week. Singing games, see under *Singing*.

Number.³

Children should start work at a suitable place in the books set, and should work straight through them.

Some rapid mental work for A and B, each lesson.

- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I. (University of London Press, 10d.), pp. 1-22. Teacher should use Teacher's Book I. (2/-),

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

³ See February *Parents' Review*

- or, (more easy) Nelson's *Arithmetic Practice*, Part II. (10d.), Term II., pp. 19-33. Build up and learn Multiplication Tables (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.
- B Nelson's *Arithmetic Practice*, Part I. (10d.). Term I., pp. 1-8. Build up and learn Multiplication Tables 2 and 3. Sums may be worked with dominoes, beans, etc., at first. Teacher may use *Teacher's Book: Part I.* (1/2).

Brushdrawing.

- A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. Box of crayons (11d.). Pencils should not be much used. Six budding twigs; six animals that you have been able to watch; scenes from stories taken from P.U.S. books.

Recitations.

- A & B Learn 6 verses each from *Genesis*, chapter 37, and from *St. Mark's Gospel*, chapter 11. Psalms 148 and 111. One suitable hymn. Recite a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, by L. Chisholm, Parts I-IV. (Nelson, 4d. each part); *The Golden Book of Children's Verse*, arranged by F. Jones (Blackie, 2/6).

Reading.

- Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."
- A Poetry and books used for History, Geography, and Tales. (Upper I.A): *General Gordon* (Nelson, 1/6). *The Bowl of Mist*, by A. Marzials (Harrap, 8d.).
- A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Banana Boy (Africa)*, (Milford, 3½d. or 6d.).
- B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/6), with the *Introductory Book* (9d.), may be used for beginners.

Music.

- A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with (for teacher's own study) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

- A & B Handel, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see *Our Work* (January P.R.).

Singing.

- A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).
- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 1-6. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).
- B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

- A & B *Children's Singing Games*, by A. Gomme and Cecil Sharp (Set I., Novello, 1/-). Folk dances: *Scandinavian Dances*, Series I (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.
- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.
- B *Physical Exercises for Children under Seven* (3d.).
- A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

- A & B Help in house or garden: *Practical Gardening for Children*, by O. Marshall (S.P.C.K., 1/6). *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series I., 8-10. Use *The World of Paper*, Toy Book, by Forbicecchio (Willis & Co., Vols. II., III., IV., 1/3 each). Knitting and crochet with large needles and coarse cotton: *The Little Girl's Knitting and Crochet Book*, by F. Klickmann (R.T.S., 1/6). *Model Railway Building*, by H. McKay (Wells, Gardner Darton, 1/6). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Help the "Save the Children Fund" (26 Gordon Street, London, W.C.1).

GENERAL NOTES.

N.B. 1.—The work lasts for two years (average ages 7 and 8) in Form I.A. In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 3.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they have done the work set for the Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/-). Keep a record of work (see leaflet H).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/6), and Ribbon (2 inches wide 2/2 a yard, $\frac{1}{2}$ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, 21/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM I. (A and B)

PUPILS' NAMES.....

Bible Lessons.

I. A & B. 1. (a), Why did Joseph's brothers hate him? What did they do with him? or, (b), What happened to Joseph when he was in prison?

2. Tell one story of how Joseph treated his brothers when they went to Egypt to buy food.

II. 1. Tell about (a), the boy with the evil spirit, or, (b), a story about S. Peter.

2. Tell (a), the story of the young Ruler, or, (b), about the dinner party at Martha's house.

N.B.—Stories learned under Recitations should not be given.

Writing.

A Write (once only) a line of poetry from memory.

B Write, or print, (once only), "The sea was bright with a dancing light."

Tales.

A 1. Tell how (a), the shepherds showed some rarities to the Pilgrims, or, (b), the Pilgrims came to the land of Beulah.

2. Tell how (a), Ulysses dressed as a pedlar and found Achilles, or, (b), Hector said goodbye to Andromache and his little son.

B 1. Tell (a), a short fairy story, or, (b), one of Æsop's Fables.

English History.

A 1. Tell a story about (a), MacCallum More, Duke of Argyll, or, (b), Bishop Trelawney.

2. What do you know about (a), William, Prince of Orange? or, (b), General Wolfe?

P.T.O.

3. Tell the story of Arkwright and the Spinning Wheel.
- B 1. Tell about (a), Merlin and the Giant's Dance, *or*, (b), the Coming of Arthur.
2. Tell a story about (a), Gregory, *or*, (b), King Alfred and his mother.

Geography.

- A 1. Tell what you can about a sunrise or a sunset, and explain why we see the sun rising and setting.
2. Can you draw the shape of Africa? Mark the place where you would find the Sahara, the Nile, Cape Colony. Tell what you know about one of them.
3. Tell (a), about Columbus and the discovery of the New World, *or*, (b), about a place connected with recent events.
- B 1. What do you know about Galileo and his wonderful discovery?
2. Tell what you know about (a), the children of the Pyramids, *or*, (b), the Indians of America.
3. Tell about a place visited by (a), your father & mother *or*, (b), teacher.

Natural History. (Children overseas may substitute local animals and plants).

- A 1. How do thrushes and blackbirds get their food? What have you noticed about these and any other birds during the hard frosts this term.
2. Mention six flowers or birds you might see (a), in a walk on a moor, *or*, (b), in a bog. Describe two of them.
- B 1. Tell (a), about two birds you have watched or read about, *or*, (b), about a spider.
2. Tell a story about (a), "Corbo," the raven, *or*, (b), "Moony," the bear-cub.

Picture Study.

A & B. Describe "Circe," by Burne Jones.

N.B.—Another picture by Burne Jones may be described if this has not been studied.

French (oral only). *

- A Children to (a), recite a series, (b), make three new sentences, (c), recite a poem.
- B Say six sentences in French.

Number. (All working must be shown.)

- A 1. A farmer put 13 eggs under each of four hens. Chickens were hatched out of 8, 10, 7, and 12 eggs. How many eggs were not hatched?
2. If Tom slides 2 feet 1 inch, Mary slides 3 feet 10 inches further, and Jack slides 4 feet 3 inches further still, how far did Jack slide altogether?

3. How many yards of ribbon at 8d. a yard could I buy for 3s. 8d.?
- or*, 1. Jack's father drove him to visit a friend 30 miles away. The car broke down when they had gone 24 miles. How far had they to walk to the friend's house to get help?
2. A farmer used 16 hurdles to fence off one side of a pen for his sheep. Each hurdle was 8 feet long. How long was the side of the pen?
3. Mary had 3s. 4d. in her money box when she put in 10d. more. How much had she left when she had spent 1s. 6d. on Easter eggs?
- B 1. There are three bananas, 4 oranges and 2 apples on a dish; how many fruits are there altogether?
2. If I can buy two Easter eggs for a penny, how many shall I get for 6d.?
3. If I have eight snowballs, and throw two at Tom and two at Joan, how many snowballs shall I have left?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for one of the stories (from books set) you have enjoyed.
2. Some twigs with leaf-buds, *or*, an animal you have watched.

Recitations. *

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading. *

Father to choose unseen passage.

Music *

Examine in work done and report progress.

Singing. *

Father to choose an English and a French, song, and two tonic sol-fa exercises.

Drill. *

Drill, before parents.

Work. *

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 18th. Papers to be posted on Saturday, 23rd, with no other enclosure. Schools may send in papers up to March 30th.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and

marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, (b) the Regulations as to the number of papers to be sent in by Schools. In Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, where it is not possible to arrange for the dictated answers in I.A.

N.B. 4.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.